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ABSTRACT

This document contains fact sheets on four contemporary issues related to young people, (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage pregnancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

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URBAN YOUTH IN THE 80s.

FACT SHEETS 1-4

Rebecca Waxman

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URBAN YOUTH IN THE 80'S

NUMBER 1: July 1980

Teenage Pregnancy

Has the teenage birthrate reached epidemic proportions?

- Approximately 20 percent of the young women in the United States will give birth before reaching age 20 (Lincoln).
- Since the early 1960's, the birth rate for young women age 18 to 19 has declined; for those age 14 to 17 it has remained steady; and for those age 13 and under it has risen slightly (Guttmacher).
- Between 1966 and 1975, births to Black teenagers age 15 to 17 declined 11.5 percent while births to their White peers increased 6.4 percent (Eddinger).
- The overall decrease in births to teenagers has been accompanied by a rise in the proportion of illegitimate births. Since 1961, out-of-wedlock births have increased 30 percent among 18 to 19 year olds and 60 percent among 14 to 17 year olds (Guttmacher).

Do teenage parents stay in school?

- Pregnancy is the most frequently cited reason teenage girls give for dropping out of school. Eighty percent of teenage mothers do not complete high school. Yet, according to a recent study, the majority of pregnant teenagers would like to finish high school, and 71 percent of their parents want their daughters to stay in school (Furstenberg).
- The sooner they return to high school after giving birth, the more likely teenage mothers are to graduate. Most, however, require infant care in order to attend school, and few daycare centers will enroll children under the age of two (Guttmacher).
- Sixty percent of teenage fathers who don't marry their pregnant girlfriends nevertheless provide some financial support. To do this, most have to suspend schooling or vocational training (Nye).

How does pregnancy affect economic status?

- For every year that a young woman delays giving birth and continues her education, the likelihood that she will live in poverty decreases by 16 percent (Hoffereth).
- Many teenage mothers have to rely on public assistance: a New York City study revealed that 19 months after giving birth, 72 percent of New York mothers who gave birth at age 15 to 17 were receiving welfare, and 41 percent of those who gave birth at age 18 or 19 were on welfare (Guttmacher).
- When entering the workforce, teenage parents are often forced to take low-income jobs. They tend to be less satisfied with their jobs than their peers who finished high school before starting a family (Card).

What can be done to help teenage parents?

There are many programs that encourage young parents to stay in school, while also addressing other problems they face. Following are descriptions of three such programs:

- In Atlanta, Georgia, an all-Black public high school has instituted an on-campus service program for pregnant teenagers. The school provides prenatal care and social casework, and also establishes linkages to agencies that answer needs beyond the school's scope. Teenage mothers remain in regular day classes until they give birth, and return shortly thereafter. Social caseworkers provide help and encouragement. Compared to a control group, twice as many program participants continued their education (Barr).
- The New Futures School in Albuquerque, New Mexico, is a special school for teenage mothers. The students, who are from varied ethnic backgrounds, attend New Futures School during their pregnancies—after giving birth some continue at the school, while others return to regular school. New Futures offers courses in family living, home economics, and children's literature, along with more traditional classes in English and history. In the evenings, students meet in separate classes with the fathers of their infants, with their parents, and with their grandparents. These evening classes help to create knowledgeable, close-knit support groups for young mothers and their infants (Gaston).
- In New York City, a teen center called "The Door" provides comprehensive services to teenage parents and pregnant teenagers. Services range from educational counseling and remedial education to the provision of legal services and general health care. The inclusion of multiple services under one roof is cost-effective, provides easy access for teenagers, and increases cross-referrals: some teenagers who come seeking information about family planning also enroll in remedial education classes, or receive medical attention they would otherwise be unable to afford (Moore).

Resource List

A number of new alternative education programs, including some for pregnant students, are now available in Cook County, Illinois. A report on these programs will soon be available through the ERIC system. In the meantime, for information contact:

Richard J. Martwick
Cook County Superintendent of Schools
Educational Service Region of Cook County
33 West Grand Avenue
Chicago, Illinois 60610

Information about other programs and resources can be obtained from:

Alan Guttmacher Institute
515 Madison Avenue
New York, New York 10022

Lulu Mae Nix
Office of Adolescent Pregnancy Programs
Room 725-H, Humphrey Building
200 Independence Ave. S.W.
Washington, D.C. 20201

—Rebecca Waxman

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NUMBER 2—July 1980

Juvenile Delinquency

According to recent statistics, 11 percent of all American teenagers under the age of 18 have come before a court (Gagne). The problem of juvenile delinquency is not confined to any particular socio-economic group—studies show that the correlation between delinquency and social class has been declining throughout the past four decades, and post-1970 studies show essentially no correlation (Tittle). Delinquents pose special problems for educators because they frequently have not adapted to traditional educational approaches. In addition, research indicates that between 32 to 90 percent of delinquent teens have learning disabilities (Sawicki).

What is Being Done to Educate Delinquent Youth?

Twenty-three percent of the juvenile detention units in the United States do not provide consistent educational services. Young people attend school full-time in fewer than half of the institutions with educational programs (Pollack). The average incarcerated youth spends 9.7 months in an institution. He participates in educational programs for only six of those months (Comptroller General).

What Kinds of Educational Programs Will Work?

Delinquents need special educational programs that encourage school completion and reduce recidivism. Recent studies linking educational programs to reduced recidivism rates show mixed results. Some educational programs increase delinquents' academic proficiency without slowing recidivism (Sabatino); others are successful on both counts (Bachara). Following are examples of some of the more successful programs:

• *New Pride.* Project New Pride in Denver, Colorado, combines several services to delinquents into one community-based program incorporating academic instruction, counseling, and employment training. Project New Pride serves many teenagers with lengthy records of prior arrests and convictions. The Learning Disabilities Center at New Pride serves 25 percent of the participants. The remainder go to the New Pride Alternative School or attend regular school in the area. New Pride emphasizes reintegrating students into the regular schools: 40 percent of the New Pride youths return to regular school after leaving the project. The recidivism rate of New Pride graduates, although substantial, was 35.8 percent less than the average rate for other Denver juveniles with similar histories of delinquency (Blew).

• *Achievement Place.* Located in Lawrence, Kansas, Achievement Place is a community-based home serving adjudicated young men. Achievement Place uses a point system that awards the participants privileges for learning the appropriate behaviors that will aid them in their relationships with parents, friends, and teachers. The program is operated by "professional teaching-parents" who live with six to eight of the participants. The teacher-parents concentrate on teaching social skills and study and homework skills, while encouraging communication between young people, their parents, and their teachers. Two years after leaving Achievement Place, 22 percent of the participants were reinstitutionalized, as compared to 47 percent of a control group from the Kansas Boys School, a more traditional institution. Also two years later, 56 percent of Achievement Place teens were still attending school, as compared to 33 percent of the young men from the Boys School (Eitzen).

• *The Childcare Apprenticeship Program.* The Childcare Apprenticeship Program is sponsored by the Harvard Graduate School of Education and is based in a special day school for court-referred adolescents. The Program was created to relieve the restlessness and boredom many day school students expressed after the school day ended. The day school staff offered the use of school facilities to a program for autistic children, asking in exchange that three day school youths be taken on as childcare trainees. Since then, 35 teenagers and 33 autistic children have been involved in the program, which is supervised by professionals. After proving themselves, many apprentices go on to work at various day care centers across the city. After three years, the program has shown that "with proper

selection, orientation, and pairing, the more seriously disturbed adolescents proved to be the most dedicated and enthusiastic childcare workers." The Childcare Apprenticeship Program has successfully reduced the destructive after-school behavior of these young people. It has given them a responsible role to fulfill and an incentive to remain in school (Shlien).

• *The Kern County, California, Program.* Once young people leave juvenile institutions, it is often difficult to reintegrate them into regular schools (Pollack). In response to this problem, the Kern County Probation Department has hired additional probation officers whose function is to influence ex-offenders to stay in school. The probation officers visit teenagers who are soon to be released and notify school officials of release dates. Tutors meet daily with these young people at school, and work together with probation officers, holding bi-weekly conferences with ex-offenders to discuss plans for completing school and acquiring vocational training. The project is reported to be extremely successful in keeping juvenile ex-offenders enrolled in school (Briscoe).

—Rebecca Waxman

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Pollack, Ricki. "Reforming the Reform Schools." *American Educator,* December 1977, *1*(4), pp. 30-31. EJ 176 626.

Sabatino, David A. *Neglected and Delinquent Youth: Demographic Findings. Treatment of Delinquency Series,* Chapter 1. 1974. 107p. ED 170 677.

Sawicki, Donna. *Project L.E.A.R.N.: A Diagnostic & Learning Center for the Learning Disabled.* 1978. 139p. ED 175 204. (Document not available from EDRS. Available from St. Louis County Juvenile Court, 501 South Brentwood, Clayton, Missouri 63105; $2.00.)

Shlien, John M., and Duggan, Haydan A. *Alternative School: Big Lessons from a Small Place.* February 1978. 53p. ED 158 365.

Tittle, Charles R., and others. "The Myth of Social Class and Criminality; An Empirical Assessment of the Empirical Evidence." *American Sociological Review,* October 1978, *43*(5), pp. 643-56. EJ 200 619.

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Youth Tutoring Youth

In the one-room schoolhouses of frontier America, students often served as part-time teachers through in-class peer-tutoring (Shaw). The past two decades have seen a resurgence of this practice in the form of cross-age and peer-tutoring programs—with encouraging results. Studies have shown that the achievement levels of student tutors and those tutored frequently exceed achievement levels of control groups. One study found that tutored students achieved a seven month gain in ten weeks, as measured by standard reading tests. In a similar study, tutors achieved a nineteen month gain in seven months (Mavrogenes). Further, results don't seem to vary for Youth Tutoring Youth (YTY) programs that involve very young tutors; according to one study, college students and fifth graders are equally effective in tutoring second graders (Jason).

What kinds of YTY programs are most effective?

Tutored students gain most from highly structured YTY programs, in which lesson content and procedures are clearly defined. Tutors gain most when they help select and organize the lesson material (Sowell). Teacher support and supervision are also necessary components (Mavrogenes). YTY programs are most successful when they are used as a supplement to regular classroom teaching. Studies show, however, that achievement gains are reversed when peer tutoring is the sole instructional method (Jason).

Why do YTY programs increase the tutors' academic achievement?

As tutors, young people must learn their materials thoroughly, organize them, and make them easy for children to understand. Therefore, they automatically become more aware of learning and may become better learners (Gartner). In addition, many tutors teach themselves new vocabulary words that help them teach others (Jason).

Seeking specifically to benefit adolescents, some schools have trained teenage underachievers to tutor children with learning problems. Many tutors in these programs have made significant gains in reading scores and in self-esteem (Howell). One junior high school teacher who trains the underachievers comments: "The youngsters think about themselves as teachers . . . And they're so serious about their work that it carries over into their regular classes" (Nelson).

Can YTY programs be adapted to varied school populations?

Bilingual honor students have been successful in teaching English to non-English speaking peers and in tutoring them in other subjects (Akigbe). Also, research involving programs in which young people tutor special education students has shown positive results (Sowell). According to a recent study, learning disabled and mildly retarded children learn more from peer tutors than from small group instruction (Dale).

Resource List

For further information on Youth Tutoring Youth programs, contact the following organizations:

National Commission on Resources For Youth
36 W 44th St.
Room 1314
New York, N.Y. 10036
212-840-2844

National Center for Service Learning
806 Connecticut Ave.
Room 1106
Washington, D.C. 20525
800-424-8580
or 202-254-8370

Dr. Vivien C. Jackson
Community School District 5
33 W 42nd St.
Room 1222
New York, N.Y. 10036
212-840-0235

—Rebecca Waxman

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Akigbe, Alelia B. *Monolingual and Bilingual Tutor Mixes: An Innovative Design for the Junior High School.* 1977. 11p. ED 148 181.

Dale, Mary E. "Peer-tutoring: Children Helping Children." *The Exceptional Parent,* August 1979, pp. E26-27. EJ 212 531.

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Shaw, Jane. "Cross-Age Tutoring: How to Make it Work." *Nation's Schools,* January 1973, pp. 43-46.

Sowell, Virginia, and others. *Peer Tutoring as an Instructional Procedure for Exceptional Students.* May 1978. 60p. ED 153 415.

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NUMBER 4: July 1980

Youth Advocacy

Although the total U.S. youth population will decline through the year 2000, the minority youth population is growing, and the problems many nonwhite youth face will continue. Currently, 23 percent of young people drop out of high school before graduation. Dropout rates for minorities are higher—35 percent for Blacks and 45 percent for Hispanics. About 10 percent of minority youth looking for full-time work cannot find it—compared to 5.3 percent of nonminority youth who face the same problem. Almost 10 percent of young nonwhite men and 8 percent of young nonwhite women no longer try even to look for a job. They have dropped out of school, dropped out of the job market; they no longer consider the military or homemaking as career options. Many of them have, in effect, dropped out of society. An additional 3.5 percent of young nonwhite men are under institutional care and confinement—more than three times the number of young White men thus confined.[1]

Where can youth and educators go to seek help for these problems? There are hundreds of state and local youth service organizations across the United States, many of which are affiliated with national organizations. Following are descriptions of several national advocacy organizations that provide information services—and in some cases, direct services—to individuals concerned with the problems of urban and minority youth.[2]

Advocacy Resources

Aspira of America
205 Lexington Avenue
New York, N.Y. 10016
(212) 889-6101

Mario Anglada, National Executive Director

Since 1961, Aspira has attempted to develop young people's educational and leadership potential. Aspira gives young men and women access to counseling, orientation, and school and community activities, while lobbying nationally to improve educational opportunities for minority youth.

Child Welfare League of America
Information Services
67 Irving Place
New York, N.Y. 10003
(212) 254-7410

The Child Welfare League seeks primarily to improve services to young people. Begun in 1920, the League is a standard-setting organization that provides consultation services to its 400 North American affiliates and library services for interested individuals. The League also works to influence Federal policy and legislation concerning youth.

Children's Defense Fund
1520 New Hampshire Avenue N.W.
Washington, D.C. 20036
(800) 424-9602
(202) 483-1470

Founded in 1973, the Children's Defense Fund encompasses a national public policy network that supplies technical assistance and information to state and local youth advocacy organizations.

National Black Child Development Institute, Inc.
1463 Rhode Island Ave. N.W.
Washington, D.C. 20005
(202)387-1281

The National Black Child Development Institute is a national advocacy organization dedicated to promoting the healthy development of Black children and youth. Since 1970, it has organized 20 United States affiliates, which provide information on public policy and advocacy services, as well as direct assistance to youth.

National Child Labor Committee
1501 Broadway, Room 1111
New York, N.Y. 10036
(212) 840-1801

Killian Jordan, Editor and Information Coordinator

Chartered by an Act of Congress in 1904, the National Child Labor Committee provides technical assistance and information on various youth issues. The Committee's main direct service program focuses on the employment problems of urban and minority youth.

National Commission on Resources for Youth
36 W. 44th Street
Room 1314
New York, N.Y. 10036
(212) 840-2844

The National Commission on Resources for Youth supplies training and technical assistance to youth programs and agencies. Since 1967, the Commission has maintained a clearinghouse containing program models in which young people assume active social roles; some programs involve youth as advocates.

National Legal Resource Center for Child Advocacy and Protection
1800 M. St. N.W.
2nd Floor S.
Washington, D.C. 20036
(202) 331-2250

Howard A. Davidson, Director

Founded by the National Center on Child Abuse and Neglect in January of 1979, the National Legal Resource Center trains groups of lawyers, judges, educators, social workers and law enforcement officers to be youth advocates. The Resource Center provides technical assistance and clearinghouse services for its fourteen affiliates, which are concentrated in urban areas. In addition, the Center publishes a newsletter and monograph series on child advocacy issues.

National Urban League, Inc.
500 E. 62nd St.
New York, N.Y. 10021
(212) 644-6500

Ms. Carol Gibson, Education Director

Youth programs of the National Urban League are developed to provide meaningful and innovative approaches to get young people involved in their local communities. The NUL serves as an important communication link between youth affected by programs designed for them and the developers of such youth programs. On the local level, Urban League affiliates address the unemployment problems of their youth constituents.

National Youth Work Alliance
1346 Connecticut Avenue N.W.
Washington, D.C. 20036
(202) 785-0764

Tom McCarthy, Assistant Director

The National Youth Work Alliance, begun in 1973, represents over 1,000 local youth service agencies and 23 affiliated state and local youth work coalitions. The Alliance follows changes in Federal legislation and publishes its findings in a monthly newsletter. A broad range of materials related to youth advocacy are contained in the Allicance library. Since 1977, the Alliance has sponsored the National Youth Workers Conference, which brings youth workers and advocates together for workshops and panel discussions.

—**Rebecca Waxman**

Notes

[1]The above information was drawn from *Giving Youth a Better Chance: Options for Education, Work, and Service.* A Report with Recommendations of the Carnegie Council on Policy Studies in Higher Education. Jossey-Bass Publishers, San Francisco. 1979.

[2]The National Directory of Children and Youth Services, 1979, was the main source used to locate national youth advocacy organizations. The Directory lists many other organizations that provide youth services. It was compiled by the editors of the Child Protection Report and published by the Directory Services Company, 1301 20th Street N.W., Washington, D.C. 20036.

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